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ABSTRACT

The eight sections of this working model provide an overview of a sequence for the development of a competency-based curriculum at Gateway Technical Institute. Sections 1 and 2 provide general information about Gateway and the philosophy and rationale of competency-based education (CBE). Sections 3-6 set forth the actual guidelines for the development of a competency-based curriculum. Section 3 concerns the philosophy and goals and orientation of students to general education subject areas. Section 4 discusses the philosophy and goals of the occupational program area, identification of program occupations, development of a mobility chart (career paths), and orientation of students to the occupational program. The three groups of broad competencies--universal, occupational, and occupation related--are the focus of section 5, while section 6 discusses the three parts of specific competencies: conditions/limitations, learning outcomes, and performance criteria. Section 7 focuses on the development of instructional modules. It discusses and outlines the components of the three divisions of modules--orientation, teacher-learner activities, and evaluation. (Evaluation, section 8, is to be conducted by Gateway's Research and Planning Division.) An organizational chart of Gateway and a glossary are appended. (YLB)

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Dear Staff Member:

Gateway Technical Institute embarked on a five-year plan to implement Competency Based Education district-wide by 1981. The decision was made after researching CBE, the reason for it and its possible benefits to Gateway.

It was found that career education may be implemented through a sound CBE program, therefore a career education project was submitted to and approved by the State Board of Vocational, Technical and Adult Education. This project, along with District monies, allowed the District to assign a full-time person to begin to organize our CBE efforts.

Instructional Services, along with the new CBE Specialist, visited schools which were implementing CBE and after some analysis it was agreed that the best process to follow is one of using staff members with curriculum experience and interest to act as CBE curriculum advisors. The District used this system on a volunteer basis creating a CBE Steering Committee. This Committee, with faculty input, has developed a curriculum design for CBE at GTI and has created procedures to be followed in implementing this design.

We thank all of you who have supported this venture and cooperated in the accomplishments thus far. We ask that all of you do your utmost to follow the guidelines and objectives of the design so as to provide sound CBE materials which will help to improve our instruction.

It is interesting to note that while we are in our second year of CBE development several indicators have surfaced regionally and nationally pointing to the emergence of CBE as a real vehicle for curriculum innovation and change in all levels of education.

We ask for your support and cooperation and need your expertise to bring this project to successful fruition.

Sincerely,

Keith W. Stoehr

Keith W. Stoehr
District Director

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PREFACE

COMPETENCY BASED EDUCATION CURRICULUM DESIGN

This document presents a working model for the development of Competency Based Education (CBE) at the Gateway Technical Institute. It has been prepared by the Gateway CBE Steering Committee after a study of the scope, quality and flexibility of the instructional offerings at Gateway. The information presented here is intended to provide guidelines for the development of a competency based curriculum.

Competency Based Education, A Curriculum Design for Gateway Technical Institute is divided into eight sections. These eight sections provide an overview of and a sequence for the development of a competency based curriculum. Sections one and two provide general information about Gateway and the philosophy and rationale of CBE. Sections three through six set forth the actual guidelines for the development of a competency based curriculum. Section seven focuses on the development of instructional modules.

The accompanying CBE Implementation Manual will further assist in the development of a competency based curriculum by providing specific directions for the development of its various components.

A special thanks is offered to all those who have contributed their time, expertise and concern in the completion of this work.

BACKGROUND INFORMATION FOR GATEWAY TECHNICAL INSTITUTE

Historical Perspective

Facilities

Administrative Organization

Instructional and Support Staff

Student Population

Gateway Philosophy

BACKGROUND INFORMATION FOR GATEWAY TECHNICAL INSTITUTE

HISTORICAL PERSPECTIVE

The Wisconsin Legislature in 1911 recognized the future need for occupational and general adult education and established the Wisconsin System of Vocational, Technical and Adult Education (VTAE). The Racine School of VTAE, established in 1911, was the first such school in the state and one of the forerunners in the nation. In 1912 the Kenosha School of VTAE was established.

In 1968 Walworth County was added to the Kenosha District, and a campus was built at Elkhorn in 1970. A restructuring of districts in 1971 resulted in the merger of Racine, Kenosha, and Walworth Counties to form the Gateway Technical Institute District as one of the Sixteen districts in the state system.

FACILITIES

The Gateway VTAE District, located in southeastern Wisconsin, offers educational programs on three campuses: Kenosha Campus, Racine Campus, and Elkhorn Campus. The Aviation Center, an extension of the Kenosha Campus, provides facilities for the aviation programs.

Gateway also offers courses at over 100 additional locations throughout the three counties. Courses are provided through Adult Learning Centers, a mobile classroom unit, broadcast media, and at public schools, institutions, business, and industry.

ADMINISTRATIVE ORGANIZATION

The Gateway district is oriented toward a centralized administrative structure. The line of communication is from the faculty member to the program chairperson or coordinator and continues to the appropriate supervisor, assistant director, deputy director and district director, (see appendix A).

INSTRUCTIONAL AND SUPPORT STAFF

Full-time instructors must meet state certification requirements. Program instructors have at least two years of non-teaching work experience in their instructional field and general education instructors have at least one year of work experience. The support staff aids instructional staff and students in an effort to provide the best possible learning opportunities.

STUDENT POPULATION

The student population exhibits a wide range of student characteristics. Students vary in age from 16 to over 60; their education background ranges from less than high school to beyond a baccalaureate education. Students from all over the United States and several foreign countries attend Gateway. The "typical" student is a high school graduate and a resident of the Gateway District.

PHILOSOPHY OF THE DISTRICT

The philosophy of the Wisconsin Board of Vocational, Technical and Adult Education is directed to the premise of initiating, developing, and maintaining educational opportunities and services for adults of all ages. Sixteen and seventeen year-olds may also be served under certain circumstances. These opportunities and services enable students to become occupationally competent; to better understand their responsibilities of citizenship, home, and family life; to improve their health; and to appreciate those things which will enrich their lives.

Gateway seeks to implement this philosophy in its programming. The knowledge and skills needed in our modern, technological society are learned through carefully chosen curricula which include a balance of the general education and occupational competencies. Gateway offers a continuing program of education responsive to the needs of people.

The Gateway Board and staff believe all people have the right to develop their talents to the fullest. Each student is considered an individual with a unique set of goals. Therefore, students are accepted at their own particular level and assisted in accomplishing their particular goals. It is Gateway's purpose, through instruction and guidance, to help the individual become socially and occupationally competent.

The total institution seeks to develop respect for the dignity and worth of each individual and for that person's ability to contribute constructively to society. An appreciation of the variety of individuals and talents which contribute to the welfare of all is encouraged and promoted. Ways to bring more educational opportunities to more people are continually explored. This is based on the belief that what best serves individuals in their search for educational opportunity and identity will best serve all people. In this way the community, the state, and the nation will be benefited.

Gateway adheres to an open door policy. Any person capable of profiting from the instruction will not be refused entrance into an educational program.

GATEWAY MODEL FOR CBE

Philosophy and Rationale of CBE

Goals of CBE

Approach to Instruction

- Definition of CBE
- Relationship of CBE to Career Education
- Relationship of CBE to FISP
- Relationship of CBE to Personalized Instruction
- Role of General Education
- Instructor's Role in CBE
- Student's Role in CBE

GATEWAY MODEL FOR CBE

PHILOSOPHY AND RATIONALE OF CBE

Gateway has long had a philosophy of providing programs which promote the development of socially and occupationally competent individuals. Gateway can be proud of its fine tradition of offering the means by which those competencies needed for employment and personal development are met. However, due to technological advances, social changes, student needs, and educational innovations, there is a need for continued curriculum development.

Furthermore, employers, students, and the general public are requiring of educational institutions improved communication, greater accountability, more accurate evaluation, greater relevancy of programs, greater flexibility with more program entry/exit points, improved career advisement, and justification of educational expenditures.

GOALS OF CBE

Gateway seeks to meet these demands by instituting a curriculm format which will help to ensure that:

1. Current occupational competencies form the basis of the instructional program.

2. Social competencies, relevant to the individual's role both in the job market, are incorporated into the instructional program.

3. Opportunities are provided for students to reach a level of competency sufficient to enter and/or advance in their chosen career.

4. Individual learning needs of students are met.

5. Continual feedback is provided of the effectiveness of the teaching-learning process.

6. Students are evaluated on the basis of their ability to perform identified competencies.

7. Advanced standing may be granted to students on the basis of evaluation of competencies previously achieved.

8. The means are provided for the general public to have input into Gateway's programs.

The CBE curriculum format is based on the following beliefs:

1. Individuals should be provided with learning opportunities that will assist them in developing their potential.

2. Emphasis should be placed on the development of interpersonal relationships, both occupational and personal, that prepare the individual for the world of work.

3. Students should be provided with effective and efficient methods for attaining mastery of the competencies required in their chosen occupations.

4. Individuals who have completed part or all of a Gateway program should be able to demonstrate competencies at specified levels.

5. Gateway should provide the means of certifying the accomplishment of competencies achieved by students while enrolled in its programs.

APPROACH TO INSTRUCTION

Definition of CBE is a method of organizing the teaching-learning process in a systematic way by:

1. determining what knowledge and/or skills are required for successful occupational performance and personal development

2. specifying levels of achievement

3. describing these knowledges and skills in terms of overt behaviors called learning outcomes

4. assessing existing knowledge and skill competency

5. selecting appropriate criterion-referenced evaluation techniques to assess the extent to which these learning outcomes can be demonstrated.

RELATIONSHIP OF CBE TO CAREER EDUCATION

Career Education is the effort to prepare persons for employment in occupations that are consistent with their goals, interests, aptitutes, capabilities, and life styles. Career education assists persons in becoming economically self-sufficient and responsive to their obligations as citizens. CBE is a means by which the goals of career education can be realized by providing the framework on which to build instruction.

RELATIONSHIP OF CBE TO FLEXIBLE INSTRUCTIONAL SCHEDULING PLAN (FISP)

FISP provides students with additional options for entering and exiting courses. This technique allows courses to be adjusted to various durations. CBE and the FISP scheduling technique are compatible. The identified competencies of CBE can be grouped and sequenced to coincide with FISP scheduling providing more options for program entry and exit.

RELATIONSHIP OF CBE TO PERSONALIZED INSTRUCTION

Personalized instruction provides a means by which the students, under the guidance of an instructor, engage in learning activities appropriate to their abilities and needs. CBE and personalized instruction are compatible. Although there may be little variation in the competencies required of students preparing for the same occupation, each student is provided with a variety of ways by which to master the competencies.

ROLE OF GENERAL EDUCATION IN CBE

General Education has two purposes in the educational process. First, it provides students with those universal competencies which will sustain and promote their personal development. Secondly, since general education is an integral part of vocational-technical education, it assists individuals with the development of knowledge, concepts, and theory which will

enable them to deal successfully with ideas, people, and processes relative to their chosen occupation.

The general education instructor's role in CBE is both to identify and teach universal competencies and to work with the occupational program instructors to identify and teach occupationally related competencies.

THE INSTRUCTOR'S ROLE IN CBE

The instructor s role is primary in the formation and implememtation of CBE. The knowledge and skills that the instructor brings to the teaching-learning process will in large part determine the success students have in achieving the competencies expected of them. Instructors are responsible for:

1. Determining and validating, with the assistance of advisory committee members, the competencies to be achieved.
2. Developing learning activities that will enable students to meet the competencies.
3. Personally interacting with students in guiding them through the learning activities in large groups, small groups, or on an individual basis.
4. Recognizing that a learning problem may exist and suggesting possible alternative learning activities.
5. Selecting, developing, and utilizing instructional materials.
6. Revising competencies, learning activities, and evaluative techniques as the need arises.
7. Developing criterion-referenced testing procedures that will accurately measure the level of performance for the specified competencies.
8. Maintaining records of the student's progress in attaining competencies.
9. Orienting and motivating students to achieve the expected learning outcomes.

THE STUDENT'S ROLE IN CBE

In CBE the student takes an active role in the learning process. The student is responsible for:

1. Being aware of the competencies to be achieved.
2. Understanding the significance of the learning activities designed to enable students to meet those competencies.
3. Demonstrating skills and knowledges already possessed.
4. Being aware of what must be done to attain the competencies.
5. Completing the needed learning activities.
6. Demonstrating successful achievement of the competencies.

GENERAL EDUCATION SUBJECT AREA

Philosophy

Goals

Orientation of Students

GENERAL EDUCATION SUBJECT AREA

PHILOSOPHY

General Education has a dual function in that it provides for personal and social competencies as well as a foundation for the occupational development of students. To acquaint students with the purpose of each general education subject area--math, social science, communication and science- instructors in each subject area should develop a philosophy consistent with the Gateway Philosophy. The philosophy should identify what subject area instructors should do in terms of teaching students. It should capture the special role the subject area plays in the instructional program.

The general education subject area philosophy should contain the following:

1. Statements of need for the subject area which reflect the needs and expectations of the individual and identify the reasons instruction in the subject area is needed or useful.

2. Statements of purpose which reflect the knowledges and skills to be developed.

3. Statements of belief which reflect the faculty's concepts about the students' learning styles, goals and aspirations; also the nature of the educational experience offered.

GOALS OF THE GENERAL EDUCATION SUBJECT AREA

Instructors in each general education subject area should develop goal statements. These statements should describe desired or anticipated outcomes the subject area instructors intend to achieve.

ORIENTATION OF THE STUDENT TO THE SUBJECT AREA

The student orientation should include:

1. Means of achieving advanced standing.
2. An explanation of modules and how to proceed through them.
3. Information that might be needed to acquaint students with the area of study.
4. Recommended sequence of instruction within a subject area.

OCCUPATIONAL PROGRAM

Philosophy

Goals

Identification of Program Occupations

Development of Mobility Chart

Orientation of Students

OCCUPATIONAL PROGRAM AREA

PHILOSOPHY

To acquaint students with the overall purpose of the occupational program, program instructors should develop a philosophy consistent with the Gateway Philosophy. The program philosophy should identify what the program instructors believe it should do in terms of teaching students. The philosophy should capture the special role the occupational program plays in the total instructional program.

The occupational program philosophy should contain the following:

1. Statements of need for the occupational program which reflect the needs and expectations of the student and identify the reasons instruction in the program area is needed. These statements also reflect the needs and expectations of licensing groups, groups that set professional standards and of business and industry.

2. Statements of purpose which reflect the knowledges and skills to be developed.

3. Statements of belief which are the values and attitudes of the faculty about the students' learning styles, goals and aspirations; also the nature of the educational experience offered.

GOALS OF THE OCCUPATIONAL PROGRAM

Instructors in each of the occupational programs should develop goal statements. These statements should describe desired or anticipated outcomes the occupational program intends to achieve.

IDENTIFICATION OF PROGRAM OCCUPATIONS

The major occupations for which Gateway prepares students should be identified and listed. The occupations on this list should be designated with one of the following categories:

Entry level occupations which are immediately available to graduates of a program.

Job out occupations available to students who complete part of a program.

Advanced level occupations available to graduates after work experience, on-the-job training, and/or additional education.

Bacculaureate level occupations available to persons who possess the necessary degree.

Descriptions are written only for the entry level occupations, i.e., occupations which are immediately available to graduates of a Gateway program. The description includes the duties, necessary skills, and responsibilities of the occupation. If applicable, licensure requirements should be stated.

MOBILITY CHART

A mobility chart should be developed from the list of occupations. The purpose of this chart is to show students the common career paths from the Gateway program and the relationship of these occupations to the total occupational field; it is also useful in career advisement, organization of curricula, and development of new programs.

A mobility chart has the following characteristics:

1. It includes all the reasonably obtainable major occupations as identified in the descriptive list of occupations.

2. It contains four divisions representing the levels of major occupations available: job out, entry, advanced, and bacculaureate.

3. It has upward direction representing occupations which require additional education, on-the-job training, and/or work experience.

ORIENTATION OF STUDENTS TO THE OCCUPATIONAL PROGRAM

Students should be oriented to the occupational program. An orientation section should include:

1. The program pre-requistes.
2. The General Education Requirements.
3. The recommended sequence of instruction within the program.
4. The means of achieving advanced standing.
5. An explanation of what a module is and how to proceed through it.
6. Other information that might be needed.

BROAD COMPETENCIES

Universal Competencies

Occupational Competencies

Occupationally Related Competencies

BROAD COMPETENCIES

Broad competencies must be identified and listed by each occupational program and each general education subject area. A competency is a cluster of related skills and/or knowledges associated for a common purpose or end. Broad competencies are the basis for specific competencies and encompass a wide range of related skills and/or knowledges. Broad Competencies can be divided into three groups: universal, occupational and occupationally related.

UNIVERSAL COMPETENCIES

Universal competencies are the social, communicative, scientific and problem-solving knowledges and skills needed by an adult in contemporary society. General education instructors in each subject area will develop a list of the minimum broad universal competencies which should be required of all Gateway degree and diploma graduates.

The tentative lists of broad universal competencies should be presented to occupational program instructors, for review and comment. General education instructors will validate, finalize, sequence and teach universal competencies.

OCCUPATIONAL COMPETENCIES

Occupational competencies include these skills and knowledges identified with a particular occupation. Instructors in each occupational program will develop a list of broad competencies for their program, and forward the list to the general education instructors for comment. After validation, occupational program instructors will sequence and teach the occupational competencies.

OCCUPATION RELATED COMPETENCIES

Occupationally related competencies are additional skills and knowledges required to insure success in a particular occupation but which are taught

by instructors outside the specific occupational program. Many of these competencies will be taught by general education instructors; however, instructors from other occupational programs will also be involved.

Occupational program instructors identify occupationally related competencies. Since these competencies may be taught by instructors in either general education subject areas or in other occupational program areas, comments and recommendations from these instructors should be obtained. Occupational program instructors then validate and finalize the list of occupationally related competencies.

Sequencing of the competencies should be a cooperative effort by occupational program instructors and the instructors from general education and other occupational programs.

SPECIFIC COMPETENCIES

Conditions/Limitations

Learning Outcomes

Performance Criteria

SPECIFIC COMPETENCIES

Once the broad competencies have been finalized, there is a need to develop a precise description of what the student will be able to do upon completion of a unit of instruction. These descriptions, called specific competencies, should be measureable and written in behavioral terms. Specific competencies will facilitate the planning, organization, and evaluation of the learning process. Specific competencies have three distinct parts:

CONDITIONS/LIMITATIONS

Describe the circumstances under which the student demonstrates the learning outcome. Conditions and limitations include one or more of the following:

1. Special supplies, materials and equipment.
2. Time limit.
3. Conditions or limitations stated in prior modules.
4. Competencies or activities.
5. Evaluation location if other than on campus or at the school facility.

LEARNING OUTCOMES

Describe the overt performance that is accepted as evidence that the student mastered the specific competency. The behavior should be described in standard occupational terminology when possible.

PERFORMANCE CRITERIA

Describe the standards which identify the acceptable level of performance. The criteria must:

1. Be compatible with the conditions and limitations and with the learning outcomes.

2. Refer to the time limit or rate of performance if required for the behavior.

In addition, to help clarify the competency, the performance criteria may include:

1. The number or range of total responses required.

2. The percentage of total responses required.

3. The person who will evaluate the performance.

MODULE DEVELOPMENT

Definition and Description of a Module

Orientation Division

- Title Page
- Broad Competency
- Overview
- Specific Competency
- Pre-assessment

Teacher-Learner Activities Division

- Learning Resources
- Learning Activities
- Alternative Learning Activities
- Enrichment Activities

Evaluation Division

- Post-Assessment
- Instructions Following Post-assessment
- Module Evaluation by the Student

MODULE DEVELOPMENT

DEFINITION AND DESCRIPTION OF A MODULE

Competencies are the basis for all modules. A module is a basic unit of instruction. The purpose of a module is to assist a student's achievement of one or more competencies which are closely related for instructional purposes. Modules contain three divisions.

THE ORIENTATION DIVISION

The Orientation Division is an introduction to the module explaining its purpose, and assessing the student's prexisting knowledge and skills. The components of the orientation division follow.

Title Page: The first page of each module is a title page. Included on the title page are:

1. Program(s) and/or course
2. Module title: This usually is the competency (general or specific) to which the module relates.
3. Competency number (numbering system will be developed later)
4. Date of module development and revision
5. Name of developer
6. School name

Broad Competency: The broad competency this module relates to is identified.

Overview: Includes motivational statements for the student along with orientation to the module. It can explain the relationship between this module and other modules in the program. It can further explain the value of the module and provide a synopsis of module activities and desired outcomes.

Specific Competency: States in behavioral terms what is expected of the student upon completion of the learning activities. The learning outcomes, conditions/limitations and performance criteria are identified.

Pre-assessment: Evaluation should be made of the student s existing skills and knowledges which relate to the competency in the module. Pre-assessment serves one of two functions. It either determines the student s readiness to begin the module or it determines if the student has already achieved the competencies of the module.

THE TEACHER-LEARNER ACTIVITIES DIVISION

The Teacher-Learner activities are the selected activities chosen by the instructor to facilitate the students attainment of the stated competencies. The components of this division follow.

Learning Resources: List materials, equipment, or resource personnel needed in the learning activities. Locations of the learning resources are also listed.

Learning Activities: Identify experiences engaged in by students to facilitate attainment of specific competencies. These activities are guided by the instructor and may include procedures, questions, assignments and additional information.

Alternative Learning Activities: Additional learning experiences are designed by the instructor for those students with different learning styles or who have failed to attain the competencies of the module. The campus based Guided Studies Center is available for help as a supportive service for students.

Enrichment Activities: Additional learning experiences may be designed by the instructor to allow the student to more thoroughly explore subject matter related to but beyond the scope of the module.

EVALUATION DIVISION

Evaluation is the process which determines whether the student successfully demonstrates the behavior described in specific competencies. The components of this division follow.

Post-assessment: Following completion of the teacher-learner activities a criterion-referenced evaluation should be given. It should be designed by the instructor and based on the conditions and limitations of the specific competencies. Students should be given directions on how to proceed through the post-assessment process.

Instructions following post-assessment: Students who have successfully achieved in the post-assessment phase, should be instructed to proceed to the next module. If they failed in the post-assessment phase, they may be directed to additional or alternative learning activities.

Module Evaluation by the Student: The instructor may provide students with an opportunity to evaluate the module. This could include the entire module or a specific part of the module such as the competency, the learning activities, the learning resources, or the assessment instrument. This can provide valuable feedback to the instructor on the module effectiveness.

EVALUATION

EVALUATION

The CBE evaluation will cover all CBE components. This evaluation will be conducted by the Research and Planning Division of Gateway with provisions for input by instructors, students, and administration. The evaluation will provide immediate feedback on program progress and will serve as a foundation for the further development of CBE.

SUMMARY

SUMMARY

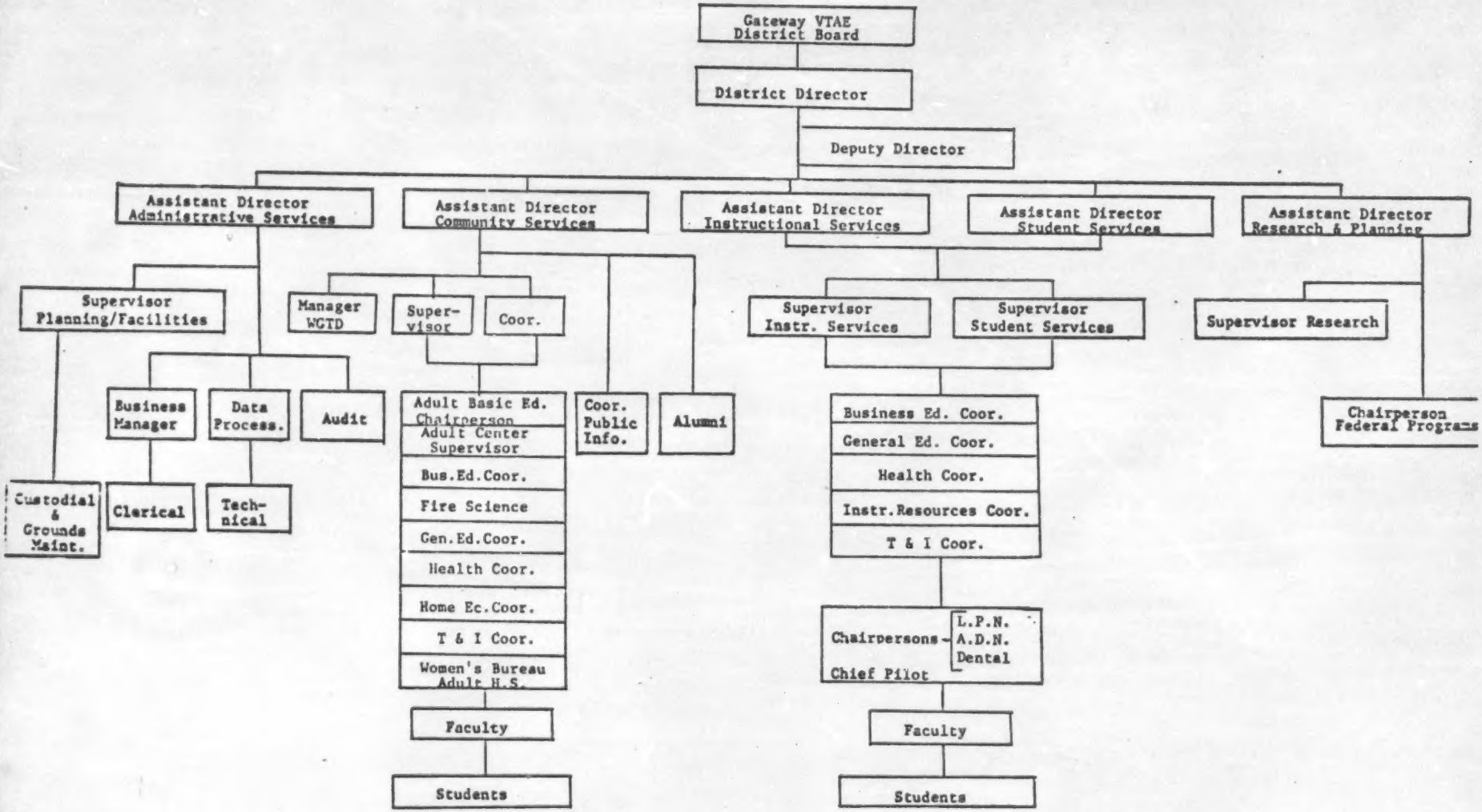
This Curriculum Design has outlined CBE concepts and procedures. Once CBE is fully implemented at Gateway, students will be provided with a curriculum that helps insure that competencies necessary for employment as well as for social and personal development are taught and learned. Students will have greater opportunities to make more meaningful career choices. They will be aware of what skills and knowledges are necessary for successful completion of a program. Methods and standards of evaluation will be clearly specified. A sequenced program of study will be outlined and record of successful attainment of competencies will be maintained.

Such a curriculum will not be possible without the clear identification of competencies. Instructors, in conjunction with advisory committees, will identify the broad occupational and universal competencies upon which the curriculum is to be built. Instructors then translate these broad competencies into specific competencies. To provide the greatest opportunity for student success, the instructor will include in instructional modules those teacher-learner activities best suited to facilitate student attainment of the identified competencies.

Once the competencies required for successful completion of a program have been identified, students can be evaluated prior to beginning a program of study to determine what competencies they have already attained. If this evaluation reveals that some of the competencies have been attained to the specified levels, the student can concentrate on only those competencies not attained but required in the program. Still other students, after having enrolled in a program may be unable to complete the entire program curriculum. They may, however, have attained enough competencies to allow them to enter a related job in the occupational area they selected.

In short, CBE does not mean that what is good in Gateway's instructional program will be disregarded. It does mean that what is good will be more clearly specified to help insure student success.

APPENDICES


Gateway VTAE District Board
District Director
Deputy Director
Assistant Director Administrative Services
Assistant Director Community Services
Assistant Director Instructional Services
Assistant Director Student Services
Assistant Director Research & Planning
Supervisor Planning/Facilities
Manager WGTD
Super-visor
Coor.
Supervisor Instr. Services
Supervisor Student Services
Supervisor Research
Business Manager
Data Process.
Audit
Adult Basic Ed. Chairperson
Adult Center Supervisor
Bus.Ed.Coor.
Fire Science
Gen.Ed.Coor.
Health Coor.
Home Ec.Coor.
T & I Coor.
Women's Bureau Adult H.S.
Coor. Public Info.
Alumni
Business Ed. Coor.
General Ed. Coor.
Health Coor.
Instr.Resources Coor.
T & I Coor.
Chairperson Federal Programs
Custodial & Grounds Maint.
Clerical
Tech-nical
Chairpersons
L.P.N.
A.D.N.
Dental
Chief Pilot
Faculty
Students
Faculty
Students

GLOSSARY

Alternative Learning Activities: learning experiences designed by the instructor for those students with different learning styles or for those students who fail to meet competencies of the module.

Competency: a cluster of related skills and/or knowledges associated for a common purpose or end. Competencies may be either broad or specific.

Competency Based Education: a method of organizing the teaching-learning process in a systematic way. It provides the framework on which instruction is built, learning outcomes identified, activities which aid the student in the attainment of these outcomes are developed and sequenced, and techniques to measure the degree to which students are successful are designed and administered.

Conditions/Limitations: the circumstances under which students must demonstrate the learning outcomes.

Criterion-Referenced Evaluation: the assessment of students' performance in terms of standards required by the specific competencies contained in the module.

Enrichment Activities: additional learning experiences that allow the student to more thoroughly explore subject matter related to but beyond the scope of the module.

Broad Competency: broad knowledges and skills needed for successful completion of a program.

Goals: desired or anticipated outcomes which describe the end results a subject area or program intends to achieve.

Learning Activities: those learning experiences engaged in by students to enable them to attain specific competencies.

Learning Outcomes: the overt performance or response that is accepted as evidence that the student has mastered the specific competency.

Learning Resources: materials, equipment, or resource personnel used in learning activities.

Module: a basic unit of instruction with the purpose of directing students to successful completion of one or more competencies.

Module Overview: the section of the module providing students with motivational statements, an explanation of the value of the module, and a synopsis of learning activities and learning outcomes.

Occupational Competency: knowledges and/or skills specifically identified with an occupation.

Occupationally Related Competencies: knowledges and/or skills required in more than one specific occupation for occupational success.

Performance Criteria: standards by which acceptable achievement of students learning outcomes will be measured.

Post-assessment: a criterion-referenced evaluation at the completion of the teacher-learner activities based on the conditions and limitations stated in the competencies.

Pre-assessment: a criterion-referenced evaluation of the student's existing skills and knowledges before the learning activities of the module are begun.

Specific Competency: Those precise knowledges and skills, specified in behavioral terms, needed for completion of a module.

Universal Competencies: social, communicative, scientific and problem-solving knowledge and skills required by all degree and diploma students at Gateway to assist them in their personal development and interpersonal relationships.